SOCIAL INTELLIGENCE OF D.EL.ED. TEACHER TRAINEES IN RELATION TO AGGRESSION, SOCIO – ECONOMIC STATUS AND CERTAIN DEMOGRAPHIC VARIABLES

SYNOPSIS OF THE THESIS

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CERTIFICATE

This is to certify that the synopsis titled **"SOCIAL INTELLIGENCE OF D.EL.ED. TEACHER TRAINEES IN RELATION TO AGGRESSION, SOCIO – ECONOMIC STATUS AND CERTAIN DEMOGRAPHIC VARIABLES."** Is an original piece of work done by Manorama under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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DECLARATION

I hereby declare that the synopsis entitled **"SOCIAL INTELLIGENCE OF D.EL.ED. TEACHER TRAINEES IN RELATION TO AGGRESSION, SOCIO–ECONOMIC STATUS AND CERTAIN DEMOGRAPHIC VARIABLES."** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

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INTRODUCTION

Intelligence is a broad and intricate concept that has been interpreted in various ways throughout history. Generally, it encompasses abilities such as abstract reasoning, problem-solving, language comprehension and usage, learning from experience, emotional awareness, and future planning. While the study of intelligence primarily focuses on humans, evidence of cognitive abilities has also been observed in animals—and to some extent—in plants. In the field of technology, the development of Artificial Intelligence (AI) represents an attempt to replicate human-like thinking and decision-making processes in machines. Despite significant scholarly efforts, there remains no universally agreed-upon definition of intelligence. Since the early 20th century, numerous theories have emerged to explain its structure and functioning. In psychology, one of the most influential approaches is the psychometric model, which relies on standardized assessments and statistical tools to evaluate individual differences in cognitive abilities. This method has been widely applied in educational, clinical, and professional contexts.

The word *intelligence* has a fascinating etymological and philosophical background. It stems from the Latin verb *intelligere*, which means "to understand" or "to perceive." In medieval scholasticism, the derived noun *intellectus* was often associated with spiritual or metaphysical dimensions, such as the soul or divine insight. However, during the Enlightenment, philosophers like Francis Bacon, John Locke, Thomas Hobbes, and David Hume began to challenge these abstract interpretations. Hobbes, in particular, critiqued vague expressions like “the understanding understandeth” as lacking clarity and substance. These critiques led to a decline in the philosophical use of the term "intelligence" in the English-speaking world. It wasn't until the advent of modern psychology that the term regained prominence—this time defined in empirical terms, with an emphasis on observable and measurable mental processes rather than metaphysical or spiritual notions. Today, intelligence remains a vital area of research across

multiple disciplines, including psychology, neuroscience, education, and computer science. Its study continues to offer valuable insights into both human cognition and the evolution of intelligent technologies.

TYPES OF INTELLIGENCE

In the early 1900s, psychologist E.L. Thorndike, a pioneer in the field of psychometrics, introduced the idea that intelligence is not a single, uniform ability. He identified three separate forms of intelligence based on how individuals interact with different aspects of their environment. These categories included:

1. **Abstract Intelligence** – the capacity to understand and manipulate ideas, symbols, and concepts, often associated with logical reasoning and academic problem-solving.
2. **Mechanical Intelligence** – the ability to work with physical objects, tools, and machinery, involving practical, hands-on skills.
3. **Social Intelligence** – the skill of effectively interacting with others, understanding social cues, and managing interpersonal relationships.

Thorndike's classification helped lay the foundation for later theories that emphasized the diverse nature of human intelligence.

SOCIAL INTELLIGENCE

Social intelligence is a concept that refers to a person's ability to understand and manage social relationships. It is often defined in two ways. The first, more common interpretation relates to overall cognitive ability—how well a person can think, learn, and solve problems. This version of intelligence is usually measured through IQ tests and is associated with general mental performance.

The second definition focuses more specifically on how a person navigates social situations. It includes understanding social cues, interpreting others' emotions and intentions, and responding appropriately in social interactions. Although this interpretation is less

commonly discussed, it plays a vital role in many real-world areas, particularly in government and intelligence work.

The term “social intelligence” was first introduced by psychologist Edward L. Thorndike in 1920. He described it as the ability to manage people, and to behave wisely in human relationships. Thorndike believed that, just like academic or mechanical intelligence, social intelligence was a distinct and important type of mental skill.

Later, psychologists such as Cantor and Kihlstrom (1987) expanded on Thorndike’s original idea. They suggested that social intelligence involves not only the ability to interact with others but also the knowledge people have about how social situations work. This includes understanding social rules, roles, and expectations, as well as recognizing patterns in behavior and predicting how people are likely to act. In everyday life, social intelligence playing a role in building friendships, resolving conflicts, working in teams, and adapting to different environments. It helps people make good judgments in social contexts and form meaningful relationships. While it is less easily measured than IQ, social intelligence is just as important for personal and professional success.

THE DEVELOPMENT OF SOCIAL INTELLIGENCE

Social intelligence grows and changes as people develop, according to various theories in psychology and personality. It refers to how well someone understands and interacts with others, and this ability often improves with age and experience. Historically, social intelligence has played an important role in diagnosing intellectual disabilities. For example, someone is considered to have an intellectual disability not just because of a low IQ (usually under 70), but also due to noticeable struggles with everyday life skills. These include communication, social interaction, managing a home, using community services, and staying safe and healthy. Importantly, issues in social intelligence and academic intelligence are treated as separate; difficulty in one area does not automatically mean difficulty in the other.

Traditionally, most assessments of intellectual ability have focused on IQ. However, in 1979, psychologist Greenspan argued that social and practical abilities also matter. He suggested a model of social intelligence with three key parts:

1. **Social Sensitivity** – the ability to understand others' thoughts and feelings.
2. **Social Insight** – awareness of how people behave and what motivates them.
3. **Social Communication** – using communication to solve problems in social settings.

Greenspan believed these abilities reflect real-world competence and social adjustment, even though he didn't create formal tests to measure them.

More recently, researchers have studied social intelligence by looking at children with autism. Baron-Cohen and others (1985) suggested that a key difficulty in autism is the inability to understand that others have different thoughts and feelings—a skill often called "theory of mind." This research has helped connect the study of social intelligence in people with developmental disorders to the broader study of how typical children develop socially (Flavell, 1974; Shantz, 1975).

Still, some major questions remain: Is social intelligence a separate ability from general intelligence? Or is it just general intelligence used in social situations? Psychologists agree that more research is needed. For many years, intelligence tests—especially IQ tests—have not been closely linked to the mental processes they are supposed to measure. While academic development is often tracked in schools, social development is usually measured with informal tools. As newer theories emerge—like those connecting social intelligence to personality or theory of mind—they may lead to better ways of

understanding and assessing how people think and behave in social settings.

AGGRESSION AND ITS TYPES

Aggression is widely recognized as a multifaceted behavior rather than a singular action. Various psychological theories have highlighted that aggression arises various forms, each with different triggers, characteristics, and mental processes (Dodge & Schwartz, 1997). This diversity in aggressive behavior stems from both internal emotional states and external social stimuli, interacting in complex ways. Over time, researchers have outlined several classification systems to better understand this behavior, including distinctions such as reactive versus proactive aggression, hostile versus instrumental aggression, and positive versus negative aggression (Dodge & Coie, 1987; Björkqvist et al., 1992; Vitaro et al., 2006). While these categories may overlap in practice, each highlights a different dimension of how aggression functions.

Reactive and Proactive Aggression

Dodge and Coie (1987) introduced the concepts of reactive and proactive aggression to distinguish between two fundamentally different motivations behind aggressive acts. Reactive aggression is a defensive response triggered by a perceived threat or provocation. It is often emotionally intense and difficult to regulate. For example, a child may lash out physically after feeling insulted or hurt by a peer. This kind of aggression aligns with Berkowitz's frustration-aggression theory (1989), which explains aggression as a reaction to blocked goals or perceived unfair treatment.

In contrast, proactive aggression is strategic and intentional. It occurs without immediate provocation and is used as a tool to achieve a specific aim. An example would be a child repeatedly intimidating a classmate to gain attention or control. This behavior supports Bandura's social learning theory (1973), which suggests individuals

learn that aggression can be an effective method to reach desired outcomes.

Hostile and Instrumental Aggression

Another key distinction is between hostile and instrumental aggression, a model first put forward by Feshbach (1970) and later developed further by Atkins et al. (1993). Hostile aggression refers to actions driven by anger, where the primary goal is to cause harm or emotional pain. An example might include yelling at someone simply to upset or hurt them emotionally.

On the other hand, instrumental aggression involves aggressive behavior that serves a secondary purpose it used as a means to achieve another objective. For instance, a teacher can raise their voice not out of anger but to stop a disruptive behavior in the classroom. In such cases, the aggressive action is calculated, and the intent is to influence behavior rather than inflict harm for its own sake.

Positive and Negative Aggression

Although aggression is typically seen in a negative light, it can also have constructive applications. Positive aggression plays an needful role in personal development, especially in areas such as self-assertion, independence, and the ability to compete or stand up for oneself (Gupta, 1983; Romi & Itskowitz, 1990). When expressed in appropriate contexts, this form of aggression can help individuals develop leadership, confidence, and resilience.

In contrast, negative aggression refers to behavior that causes harm physically, emotionally, or even materially (Moyer, 1968). This includes actions that violate others' boundaries, create conflict, or lead to destruction or distress. Such behavior is typically driven by harmful intent and can have lasting negative consequences for both the aggressor and the target (Atkins et al., 1993).

SOCIO-ECONOMIC STATUS

Socio-economic status refers to social and economic position an individual or family holds within society. It is shaped by various factors like as education, occupation, and income; it has a significant effect on a person's lifestyle, opportunities, and development. SES influences behavior through social customs and expectations, and it greatly affects a child's environment, learning experiences, and future potential.

Differences in SES can be seen across urban and rural populations, and even within those groups, disparities exist between wealthy and poor families, and between the educated and uneducated. A child growing up in a low-SES household may face challenges that limit their access to quality education, health care, and social exposure, while children from high-SES backgrounds often benefit from better support systems and more opportunities for growth.

Several researchers have attempted to define SES. According to Chapin (1928), it refers to the level of cultural and social participation relative to the community standard. Stephen (1958) viewed SES as a collection of factors, including income, job type, and home environment. In the Indian context, Kuppuswamy (1962) emphasized three main components for assessing SES: education, occupation, and income. These elements have considered especially important when evaluating the SES of school-aged children, as their status typically mirrors that of their parents.

Children from disadvantaged socio-economic backgrounds often experience limited educational and social stimulation. This can slow down their cognitive and emotional development. In addition, they may struggle with low self-esteem, particularly when exposed to discriminatory attitudes from more privileged peers or institutions.

Good (1973) also described SES as a reflection of both social and economic achievements, combining aspects like one's job, income level,

and the cultural richness of the home. In Indian society, factors such as one's profession, earnings, place of residence, and material possessions contribute to their social reputation. For example, careers in fields like medicine, law, and engineering are often associated with high prestige, while certain labor-intensive or service-based jobs canbe seen as lower in social rank.

Overall, socio-economic status can be broadly categorized into high and low. It plays a central role in shaping a person's life experiences, access to resources, and social relationships. From early childhood, the impact of SES begins to influence personal development, educational achievement, and long-term success in society.

FACTORS AFFECTING SOCIO-ECONOMIC STATUS

Socio-economic status is a measure that reflects an individual's or family's position within society, based on a mix of social and economic factors. It is typically evaluated through the following key elements:

1. **Income** – This refers to the money earned by an individual or household through employment, business, or investments. Income directly affects one's standard of living and access to resources.

2. **Education** – The level of education a person has completed significantly impacts their job prospects and earning potential. Higher education is often linked to better employment opportunities and higher income.

3. **Occupation** – The nature and prestige of one's job are also important indicators of SES. Occupations that need more higher education and offer higher salaries generally reflect a higher socio-economic standing.

4. **Wealth** – Beyond income, accumulated assets such as property, savings, and investments contribute to long-term financial security. Wealth plays an important role in maintaining or improving SES over time.

These factors may be considered individually or together when evaluating socio-economic status. Although income and education are commonly emphasized, wealth is an equally important component, as it reflects a person's long-term financial stability and access to opportunities across generations.

REVIEWS RELATED LITERATURE

Christopher Breuer & Kirstin Hallman (2010):

In response to demographic trends, the researchers conducted an internal analysis focusing on physical activity and demographic sports expenditure. Their study also examined the impact of social and economic conditions. The results highlighted several significant findings regarding the influence of SES on participation in physical activities.

Rathod, S. K. (2017) The authors' aim in this study is to find the influence of personality on Social Intelligence. The study was conducted on 50 boys and girls in Rajkot city. The sampling method used was simple random. The data collection tool used was a questionnaire. The scale used for the study is the SIS created by Dr.S. Mathur. (Gujarati translation). The scale used for personality assessment was the scale of Johan Donaline and Kentle. The statistical tests used were T-test and correlation. According to the study's findings, there are no discernible differences between adult boys and girls regarding their personalities or Social Intelligence.

Sowmyashree, K. N. (2019) The authors studied the importance and influence of the Social Intelligence as a life skill. It can be trained, learned, and improved to handle private life and social connections and achieve victory. This study aims at studying the result of life skill coaching on Social Intelligence amongst adolescent teachers of private and public Schools in the city of Bangalore. The sampling method used was random sampling. The sample size was 240 teachers. The study was exploratory design. The data collection method was a questionnaire.

They utilized of Social Intelligence scale for the survey (SIS 2007). Life skill training and private school teacher Social Intelligence were the independent and dependent variables. The T-test and standard deviation were utilized as statistical tools. According to the study's findings, both government secondary school teachers and private secondary school instructors possessed Social Intelligence, though the latter had acquired it through life skill training. The researchers also observed that these teachers showed higher leadership qualities after taking life skills training sessions

Satya, G. J. & Singh J. (2020) The present study aimed to compare male and female college students on various dimensions of social intelligence and life orientation. The sample consisted of 165 undergraduate and postgraduate students drawn from the districts of Varanasi and Mirzapur, including 80 male and 85 female participants. To assess social intelligence, the Social Intelligence Scale developed by N. K. Chaddha and Usha Ganesan (1986) was utilized. This scale measures overall social intelligence as well as specific dimensions such as patience, cooperativeness, confidence, sensitivity, recognition of the social environment, tactfulness, sense of humour, and memory. Life orientation was measured using the Hindi version of the Life Orientation Test developed by Scheier (1994). The data were analyzed using statistical techniques including mean, standard deviation (SD), t-test, and percentage analysis. The results revealed that female students scored significantly higher than male students on overall social intelligence and its various dimensions. However, no significant gender differences were found in life orientation scores.

Jain and Bajaj (2021), The review encompasses four distinct studies, all of which indicate that social intelligence positively influences various aspects of employee performance. The findings provide strong evidence for the role of social intelligence in organizational settings and support the use of a reliable tool for its measurement

Adwan, R.E., and Husayn, M.N. (2022) studies aimed to assess the social intelligence of faculty members at Princess Rahma University College and its relationship to student engagement with academic subjects, as perceived by the students themselves. To collect data, the researchers developed a scale measuring student involvement in educational topics and its connection to the social intelligence of instructors. The scale was validated using appropriate psychometric methods, and the study sample consisted of 200 students.

The findings revealed that faculty members at Princess Rahma University College exhibit a high level of social intelligence, and students demonstrate strong engagement with academic content. Moreover, a significant correlation was found between the social intelligence of teaching staff and students' academic engagement, according to student perceptions. The study also found no significant differences in the responses regarding this relationship based on gender or educational level. However, differences were observed based on students' field of specialization, with students in the social service specialization reporting a stronger link. The study recommends that educational institutions actively foster and strengthen the connection between teachers' social intelligence and students' academic engagement to enhance learning outcomes.

Sanwal and Sareen (2022), The study employed statistical analysis to examine the predictive value of various components of social intelligence in relation to workforce engagement. The sample consisted of 200 professionals from the FMCG sector, including 50 female and 150 male participants. Data on sociodemographic variables were collected using a structured questionnaire, while the Tromsø Social Intelligence Scale and the Utrecht Work Engagement Scale (adapted to the Indian context) were used to assess professional and employment-related attributes.

The results indicated that social skills emerged as the strongest predictor of employee engagement. Participants with higher levels of social intelligence also demonstrated higher scores on engagement

measures. These findings have important implications for the development of training programs aimed at enhancing job performance, particularly by fostering key aspects of social intelligence in the workplace.

Magre & Magre (2023) conducted a study on "Social Intelligence of secondary school students in relation to their social attitude. The study was administered in 704 students both girls and boys. The study revealed that there was significant difference in social intelligence of secondary school students on the basis of gender, medium of instruction, types of school and Geographical area. There was no significant difference in social attitude of secondary school student on the basis of gender. There was significant difference in social attitude of secondary school student on the basis of medium of instruction, types of school and Geographical area.

Mohit Taneja, Urvashi Tandon, Amit Mittal (2025) conducted a study on Exploring the intricacies of social intelligence, entrepreneurial orientation, & organizational resilience: An empirical investigation This investigation aims at examining the direct and indirect linkage among Entrepreneurial orientation, Social intelligence (mediating variable) and Organizational resilience. The study has used primary data technique for which existing questionnaires were used. Data were collected from 355 respondents (with response rate of approx 78 %) from the employees of engineering industries in Maharashtra, India. AMOS (CB-SEM) was employed to observed the association among variable. The findings suggest that the direct relationship between Entrepreneurial orientation and Organizational resilience was significant and positive. Further mediating effect of the social intelligence between Entrepreneurial orientation and Organizational resilience was partially significant. This indicates that the executives working at engineering organizations are more likely to build enduring commercial ties if they have higher Social Intelligence. The result of the findings of the research also have societal implications, as stated within the study.

Fagan (2019) The study titled *"Child Maltreatment and Aggressive Behaviours in Early Adolescence: Evidence of Moderation by Parent/Child Relationship Quality"* investigated whether the quality of the parent-child relationship moderates the association between childhood maltreatment and later aggressive behaviour. The researchers hypothesized that children with stronger, more positive relationships with their caregivers would show a weaker link between maltreatment and aggression. Additionally, the study explored whether these effects differed by race.

Using prospective data from the Longitudinal Studies of Child Abuse and Neglect (LONGSCAN), the study analyzed a high-risk sample of 620 families, including 207 White and 413 Black participants. Ordinary least squares (OLS) regression analyses revealed that children with at least one official report of maltreatment before age 10 displayed significantly higher levels of aggressive behaviour by age 12. While the direct effect of maltreatment on aggression did not differ between Black and White youth, a significant three-way interaction showed that the quality of the parent-child relationship moderated this association for White children but not for Black children. Specifically, positive parent-child relationships buffered the impact of maltreatment on aggression among White youth.

These findings underscore the importance of caregiver relationships in mitigating the effects of early adversity and highlight the need for culturally sensitive approaches when addressing the developmental outcomes of maltreated children.\

Wei and Madon (2019) The study titled *"Peer Attachment, Self-Efficacy, and Aggression Among Secondary School Adolescents in Selangor, Malaysia"* explored the relationships between peer attachment, self-efficacy, and aggression in early adolescence. Specifically, the study investigated whether self-efficacy serves as a mediator in the relationship between peer attachment and aggression.

A total of 471 early adolescents, all aged 14, were selected through a multistage cluster sampling method from eight secondary schools in Selangor, Malaysia. Data were collected using standardized instruments: the revised Inventory of Parent and Peer Attachment (IPPA), the Self-Efficacy Questionnaire for Children (SEQ-C), and the Reactive-Proactive Aggression Questionnaire (RPQ).

Findings revealed significant negative correlations among peer attachment, self-efficacy, and aggression, indicating that higher levels of peer attachment and self-efficacy were associated with lower levels of aggressive behaviour. Moreover, the analysis showed that self-efficacy fully mediated the relationship between peer attachment and aggression. This suggests that peer attachment influences aggression indirectly through its effect on self-efficacy.

The study highlights the critical roles of both peer attachment and self-efficacy in shaping aggressive behaviour during early adolescence, emphasizing the need for interventions that strengthen peer relationships and enhance adolescents' self-belief in managing their emotions and behaviours.

Rani (2019) The study examined the temporal patterning of self-efficacy and aggression among university-level basketball players. The sample consisted of 24 AIU-level athletes from two universities in Punjab, aged between 18 and 28 years. The research aimed to explore how these psychological factors fluctuated in the lead-up to competition.

Findings indicated that aggression levels among the players gradually increased as the competition approached. Over the course of a week, statistical analysis revealed a noticeable pattern: self-efficacy steadily declined, while aggression showed a significant and continuous rise, particularly from four days before the competition up to the hours immediately preceding it. Based on these results, the study emphasized the importance of addressing both self-efficacy and aggression in athletes prior to competition. Proper management of these psychological

variables may play a critical role in optimizing performance and achieving competitive success.

Karimi and Yarvaisi (2019) The study investigated the impact of role-play-based education on aggression and assertiveness among adolescent boys residing in boarding centres. A total of 30 participants, aged between 14 and 18 years, were selected using a simple random sampling method. The study employed an experimental design with pre-test and post-test measures, including a control group. Assertiveness and aggression were assessed using the Assertiveness Questionnaire (Yuli Lee, Halberg, Salmon, & Hass, 1985) and the Buss-Perry Aggression Questionnaire (1992), respectively. The intervention involved 60 training sessions, each lasting 90 minutes, conducted with the experimental group. Following the intervention, post-tests were administered to both the experimental and control groups. Data were analyzed using analysis of covariance (ANCOVA). The findings revealed significant differences in assertiveness and aggression scores between pre- and post-tests, as well as between the experimental and control groups. The results suggest that role-play-based education effectively enhances assertiveness and reduces aggression in adolescent boys.

Christoph Breuer & Kirstin Hallman, (2010) Because of the demographic situation, the researcher studied the internal analysis, physical activity, and demographic sports expenditure, in addition to studying the social and economic situation. Referring to the results of the study showed several conclusions. Athletic performance decreases with age. The study also indicated that a large number of men exercise more than women. The study also indicated that women have been participating in sports activities more recently than before, and it was also found that men spend more money on exercise. An important conclusion is that the education positively affects the practice of physical activity. Research also revealed that income has a positive effect on the practice and expenditure of sports activities.

Deshmukh, (2013) A study was conducted to compare the socioeconomic status of liver and football players. The aim of this study was to find out that there is a significant difference in the socio-economic status of Kabaddi players and football players, and for this purpose. The research sample consisted of 60 players divided into 30 kabaddi and 30 football players. The researcher concluded through statistical analysis that there are no statistically significant differences between Al-Kabaddi players and football players with regard to social status, but there is a significant difference with regard to economic status. Research recommendations focused on attention to social status.

Kamble, (2015) The aim of the study is to find out the effect of socio-economic status and its effect on the athletic performance of wrestlers at the University of Solapur in India. The research sample consisted of 208 male wrestlers only, with the participation of 16 players from other Indian international universities. The target age group ranged from 18 to 28 years, with the participation of an assistant team of 20 coaches from Solapur University. Where the researcher used the socio-economic status scale prepared by kuppusw mays for socio-economic status in 2012, which was developed through expert opinions through data collection, where the total points were obtained by socio-economic status, winner and loser at the level of Indian international universities for two consecutive years. The statistical methods used in Maulana Azad Library, Aligarh Muslim University Chapter II: Review of Related Literature 20 the research are: standard deviation, arithmetic mean, and Pearson's relationship. The researcher concluded that the socio-economic status may affect the athletic performance of wrestlers. The results also revealed that there are differences between social and economic status, and this may affect the athletic performance of wrestling players, where wrestlers who have social and economic status enjoy good athletic performance, while wrestlers with low socioeconomic status, they have good athletic performance. The performance is not good, and the researcher has caused a shortage of professional training

knowledge for wrestling coaches at Solapur University. Based on the foregoing, the researcher made some recommendations, among which are enhancing the students' social and economic status.

Verma & Verma, (2016). The aim of the study is sufficient knowledge that the socio-economic situation has a significant impact on the athletes in choosing the sporting activity that the athlete may practice. There are many researchers whose studies were about the study of the socio-economic situation with all its factors in many different departments on a large scale, because the socio-economic situation has a relationship with many variables that have a great impact on mathematicians. The researcher collected his sample in a random way, consisting of 231 athletes for both sexes, 189 males, and 49 females, and the sample was through 14 different sports activities of athletes in the state of Haryana in the state of India. The duration of data collection ranged for three days, as the age of the sample ranged from 14 to 17 years. Where the researcher developed a questionnaire consisting of 12 items in particular, through previous studies. The researcher collected data through the active interaction of youth. The recommendations of the research refer to the application of this study in all parts of India and taking large samples of athletes to study and know their powers in practicing sports activities in order to advance the sports reality in the future.

Munir & Faiza et.al. (2023) The study examined the impact of socio-economic status (SES) on academic achievement, aiming to understand how socio-economic background influences student performance. The research provides valuable insights into the role of SES in academic outcomes and offers guidance for educational policy and intervention strategies to address achievement disparities. A sample of 300 secondary school students from diverse backgrounds was selected for the study. Socio-economic status was assessed based on parental income, education level, and occupation. Academic performance was measured using standardized test scores and grade point averages (GPA). Data

were analyzed using both correlation and regression analyses. Correlation analysis explored the strength and direction of the relationship between SES and academic achievement, while regression analysis evaluated the predictive power of SES on academic outcomes, controlling for additional variables such as parental involvement and availability of school resources. The findings indicated that socio-economic status significantly influences academic performance, with students from higher SES backgrounds generally achieving better academic results. However, the study also found that factors such as parental engagement and school resources can moderate the relationship between SES and academic achievement, potentially lessening the negative impact of low SES. These results highlight the need for targeted interventions to support students from low-income backgrounds. By understanding the complex relationship between socio-economic status and academic achievement, educators and policymakers can implement more equitable strategies to reduce achievement gaps and promote educational fairness.

RELEVANCE OF THE STUDY

In educational environments, especially at the foundational level, effective interpersonal skills are just as essential as academic knowledge. While some individuals may possess strong intellectual abilities, they often face challenges in navigating social situations. The concept of **social intelligence** the ability to understand, relate to, and interact effectively with others has emerged as a critical aspect of personal and professional success.

Individuals who are socially intelligent tend to display empathetic, respectful, and supportive behavior. They contribute to a positive atmosphere and are often seen as approachable and emotionally aware. On the other hand, those with limited social intelligence may unintentionally create tension or misunderstandings, often due to a lack of awareness rather than intent. With appropriate support and training,

however, many individuals can significantly improve their ability to relate to others.

Social intelligence is not purely innate; it can be cultivated, particularly during key developmental stages such as adolescence and professional education. Teacher trainees in particular benefit from developing these skills, as their future roles require effective communication, conflict resolution, and classroom management. Building social intelligence during teacher training helps future educators connect with students, handle stress, and foster inclusive learning environments.

In the context of this study, exploring the relationship between **social intelligence**, **aggression**, **socio-economic status**, and **demographic variables** is of particular importance. Aggression can negatively impact social relationships, while socio-economic conditions often shape one's exposure to social norms and opportunities for interaction. Demographic factors such as age, gender, and background further influence how individuals develop and express social intelligence.

The outcomes of this research will be especially beneficial for teacher training institutions. Insights gained can guide the development of targeted programs aimed at enhancing social and emotional skills among D.El.Ed. trainees. This, in turn, supports the holistic growth of future educators—empowering them to create more effective and emotionally supportive classrooms.

Moreover, the study will provide valuable guidance for educators, administrators, parents, and policymakers. By understanding how various factors impact social intelligence, they can contribute to better teacher preparation, improved student outcomes, and stronger educational communities.

STATEMENT OF THE PROBLEM

"SOCIAL INTELLIGENCE OF D.EL.ED. TEACHER TRAINEES IN RELATION TO AGGRESSION, SOCIO–ECONOMIC STATUS AND CERTAIN DEMOGRAPHIC VARIABLES."

OBJECTIVES OF THE STUDY

The purpose of this study is to fulfill the following objectives.

1. To study the social intelligence scores of D.El.Ed. teacher's trainees.
2. To study the aggression of D.El.Ed. teachers' trainees.
3. To study socio-economic status of D.El.Ed. teachers' trainees.
4. To study gender-wise difference in social intelligence of D.El.Ed. teachers' trainees.
5. To study residential background-wise difference in social intelligence of D.El.Ed. teachers' trainees.
6. To study social category-wise difference in social intelligence of D.El.Ed. teachers' trainees.
7. To study the impact of aggression on social intelligence of D.El.Ed. teachers' trainees.
8. To study the impact of socio-economic status on social intelligence of D.El.Ed. teachers' trainees.
9. To study the interactional effect between aggression and socio-economic status of D.El.Ed. teacher's trainees.
10. To study the interactional effect between socio-economic status and gender of D.El.Ed. teacher's trainees.
11. To study the interactional effect between gender and residential background of D.El.Ed. teacher's trainees.
12. To study the interactional effect between residential background and social category of D.El.Ed. teacher's trainees.

HYPOTHESES OF THE STUDY

Following hypotheses were formulated in the study

1. There will be no significant gender-wise difference in social intelligence of D.El.Ed teacher's trainees.
2. There will be no significant residential background-wise difference in social intelligence of D.El.Ed teacher's trainees.
3. There will be no significant social category-wise difference in social intelligence of D.El.Ed teacher's trainees.
4. There will be no significant impact of aggression on social intelligence of D.El.Ed. teachers' trainees.
5. There will be no significant impact of socio-economic status on social intelligence of D.El.Ed. teachers' trainees.
6. Aggression and socio-economic status of D.El.Ed. teacher's trainees will not be interacting significantly with regard to social intelligence.
7. Socio-economic status and gender of D.El.Ed. teacher's trainees will not be interacting significantly with regard to social intelligence.
8. Gender and residential background of D.El.Ed. teacher's trainees will not be interacting significantly with regard to social intelligence.
9. Residential background and social category of D.El.Ed. teacher's trainees will not be interacting significantly with regard to social intelligence.

DELIMITATIONS OF THE STUDY

1. The sample of present investigation will be including only D.El.Ed. teachers trainees studying in Govt, DIET and private colleges of four districts (Mandi, Kullu, Bilaspur and Hamirpur) of Himachal Pradesh.

2. The present study will be restricted to two variables i.e. social intelligence as dependent variable aggression, socio-economic status and certain demographic variable as independent variables.

OPERATIONAL DEFINITIONS OF TERMS USED

Social Intelligence: It describes the capacity to effectively navigate complex social relationship and it is the ability to understand and manage men and women, boys and girls, to act wisely in human relations.

Aggression: Any physical or verbal behaviour designed to harm another person or thing either directly or indirectly.

Socio – Economic Status: Refers to a composite measure of an individual's economic and sociological standing, encompassing factors like income, education, and occupation.

RESEARCH METHOD USED

Present investigation, descriptive survey method of research will be used.

SAMPLING

The representative proportion of the population is called a sample. In the present investigation a convenient sample of D.El.Ed. Teacher Trainees studying in government DIET and private institution of HP will be drawn from four districts of Himachal Pradesh by using multistage sampling procedure. At first stage, the researcher will select four districts of Himachal Pradesh and also will select the educational blocks randomly. At second stage, the requisite data will be collected randomly from D.El.Ed. Teacher Trainees on the day of data collection.

RESEARCH TOOLS TO BE USED

Present study, the investigator will use following research tools.

1. Social intelligence scale by Bindu Joseph and Prem Prabha Singh
2. Aggression Inventory developed by M.K. Sultania

3. Socio Economic Status Scale by Abhaya R Joginder and Salhotra Rupa

DATA ANALYSIS

In order to study the nature of distribution of social intelligence scores of D.El.Ed. teacher's Trainees, descriptive statistics like mean, median, mode, S.D., Q.D., skewness and kurtosis will be calculated. For studying the demographic variable significance of the difference in the social intelligence scores of D.El.Ed. teacher Trainees, t-test will be used. Further for finding out the main effects of aggression, socio-economic status and along with their interactional effect on social intelligence among D.El.Ed. teacher Trainees, the statistical technique of analysis of variance (two- way) will be used.

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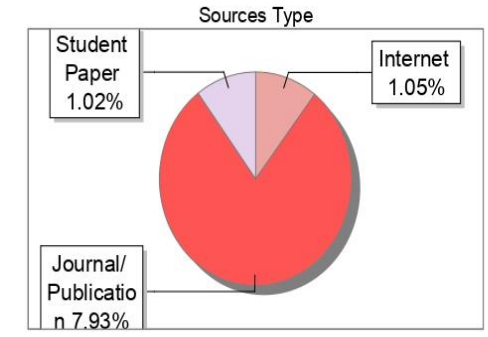

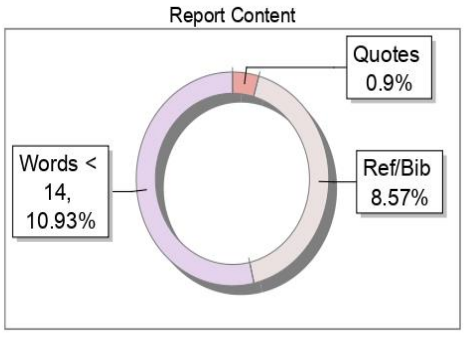

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